



Student Information	
Student Name	
Student ID	
School Year	2014-2015
Grade	5
Teacher	

School Information	
School Name	
Principal	
School Phone	
School Address	

Academic Performance Key		
5	Exemplary	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	Proficient	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations.
3	Approaching Proficient	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	Not Yet Proficient	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	Insufficient Evidence Towards Standard	Proficiency cannot be determined due to missing assignments, and/or length of time in school.
X	Not Applicable	The standard was not taught or assessed this semester. X's are given because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others are phased in as the school year progresses.

READING	S1	S2
Foundational Skills (Phonics, Word Recognition, Fluency)		
Apply grade level phonics and word analysis skills in decoding words (all letter-sound combinations and patterns, syllabication patterns, root words, prefixes, suffixes) in and out of context. RF.5.3		
Read grade level text accurately and fluently (easy, smooth, automatic) to support comprehension. RF.5.4		
Literature and Informational Text		
Determine the theme of a text, include how characters respond to challenges, summarize text, compare/contrast how stories in the same genre can communicate the same theme or topics. RL.5.2&9		
Compare and contrast two or more characters, settings, or events in a story drawing on specific details in the text (e.g., how characters interact). RL.5.3		
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.4		
Read and comprehend grade level text and use reading strategies (e.g., take notes, make inferences, visualize, re-read) to understand difficult text. RL.5.10, RI.5.10		
Determine two or more main ideas and how key details from the text support the main idea; summarize the text. RI.5.2		
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information in the text. RI.5.3		
Use strategies (context clues, root words) and resources (glossary, footnotes, charts, timelines) to determine meaning of content words or phrases (asteroid, gravity) to show understanding. RI.5.4&7		
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5		
Quote accurately and draw inferences from a text. Locate and explain how reasons and evidence support the particular points in a text. RI.5.1, RL.5.1, RI.5.8		
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably RI.5.9		

WRITING	S1	S2
Write an Opinion: Introduce topic, state opinion, organize and order ideas, link opinions using phrases/clauses (e.g., consequently and specifically), and provide conclusion related to opinion. W.5.1		
Write to Explain: Introduce topic, provide focus, group and link information (details, quotations, examples) using words, phrases, clauses (e.g., in contrast, especially), write a conclusion. W.5.2		
Write a Narrative: Set scene, use dialogue, description, pacing; sequence events; signal changes in time by using transition words/phrases; use concrete words/sensory details; provide conclusion. W.5.3		

Student:	Teacher:
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WRITING (continued)	S1	S2
Use technology, including the internet, to produce and publish writing and collaborate with others; use proper keyboarding skills to type a minimum of two pages in a single sitting (45 min). W.5.6		
Produce short research projects using several sources; summarize information in notes and provide a list of sources; provide textual evidence to strengthen analysis, reflection, and research. W5.7&8		

LANGUAGE	S1	S2
Conventions of Standard English		
Use correct grammar when writing/speaking (conjunctions, prepositions, interjections, perfect verb tenses, shifts in verb tense, correlative conjunctions (either/or, neither/nor)). L.5.1		
Use commas correctly (in a series, to separate an introductory element, to set off words yes and no, to indicate direct address); use underlining, quotation marks, or italics to indicate titles. L.5.2		
Vocabulary Acquisition and Use		
Determine meaning of unknown/multiple-meaning words using context clues, prefixes, suffixes, root-words; use reference materials to verify word meaning (glossaries, dictionaries, thesauruses). L.5.4		
Interpret figurative language (similes, metaphors, idioms, adages, proverbs); determine word relationships (antonyms, synonyms, homographs) to better understand each of the words. L.5.5		
Use grade-appropriate conversational, academic, content specific words/phrases, including words that signal contrast, addition, other logical relationships (however, although, nevertheless). L.5.6		

SPEAKING AND LISTENING	S1	S2
Participate in discussions (follow discussion rules, carry out assigned role); stay on topic (ask questions, comment); link to remarks of others; explain own ideas and what was learned. SL.5.1		
Report on a topic or text or present an opinion, sequencing ideas logically using appropriate facts and details, speaking clearly at an understandable pace. SL.5.4		

MATHEMATICS	S1	S2
Operations and Algebraic Thinking		
Use parentheses, brackets, or braces to write numerical expressions or group an expression within a multi-step numerical expression; evaluation expressions with these symbols. OA.1&2		
Number and Operations in Base Ten		
In a multi-digit number, recognize that a digit in one place represents 10 times as much as it represents in the place to its right and 1/10th of what it represents in the place to its left. NBT.1		
Explain patterns in the number of zeros of the product when multiplying by powers of 10, and explain patterns in the placement of the decimal point when multiplying or dividing by powers of 10. NBT.2		
Read and write decimals to the thousandths in word form, base-ten numerals, and expanded form. Compare decimals and record the comparison using $>$, $<$, or $=$ to the thousandths using place value. NBT.3		
Use place value understanding to round decimals to any place. NBT.4		
Fluently multiply multi-digit whole numbers using the standard algorithm. NBT.5		
Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation. NBT.6		
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies; relate the strategy to a written method and explain the reasoning used. NBT.7		
Number and Operations-Fractions		
Add and subtract fractions with unlike denominators (including mixed numbers) by creating equivalent fractions (e.g., $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$). NF.1		
Solve addition and subtraction word problems involving fractions. Use estimation strategies, benchmark fractions and number sense to check reasonableness of answer. NF.2		
Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$); Solve word problems involving division of whole numbers with answers in the form of fractions or mixed numbers. NF.3		
Apply and extend previous understanding of multiplication to multiply a fraction or whole number by a fraction. NF.4		
Interpret multiplication as scaling (resizing). NF.5		
Solve real world problems involving multiplication of fractions and mixed numbers. NF.6		
Apply and extend previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions. NF.7		

Student:	Teacher:
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Mathematics (continued)	S1	S2
Measurement and Data		
Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. MD.1		
Make a line plot to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in line plots. MD.2		
Recognize volume as an attribute of solid figures and understand concepts of volume measurement. Measure volumes by counting unit cubes. MD.3&4		
Relate volume to the operations of multiplication and addition and solve real world mathematical problems involving volume. MD.5		
Geometry		
Graph points on the coordinate plane to solve real-world and mathematical problems. G.1&2		
Classify two-dimensional figures into categories based on their properties. G.3&4		

SCIENCE	S1	S2
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1		
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2		

SOCIAL SCIENCE	S1	S2
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1		

HEALTH	S1	S2
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1		

PHYSICAL EDUCATION	S1	S2
Be actively engaged and participate. PE.1		
Demonstrate competency in motor skills and movement patterns. PE.2		

MUSIC EDUCATION	S1	S2
Sing with appropriate range and tone. M.1		
Perform on instruments with appropriate technique. M.2		
Read and perform music from notation. M.3		

APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)	S1	S2
Work Ethic		
Shows positive attitude towards learning		
Works Independently		
Participates in group activities		
Follows directions		
Strives for quality work		
Listens attentively		
Responsibility and Integrity		
Takes responsibility for choices and actions		
Follows school routines and expectations		
Makes appropriate transitions between activities		
Organizes self, materials, and belongings		
Solves problems appropriately		
Completes classroom assignments on time		
Completes and return homework on time		
Compassion and Respect		
Demonstrates respect for adults		
Respects individual differences and rights of other students		
Respects school environment and materials		

Student: _____ **Teacher:** _____

ATTENDANCE	S1	S2
Days Present		
Days Absent		
Days Tardy		

TEACHER COMMENTS

Semester 1

Empty space for teacher comments for Semester 1.

Semester 2

Empty space for teacher comments for Semester 2.

SCHOOL MESSAGE

Empty space for school message.